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BOOK REVIEWS

RECENT EDUCATIONAL BIBLIOGRAPHY

Bibliography of Education. By WILL S. MONROE. 202 pp., 12mo. New York, 1897. (International Education Series, No. 42.) *Contributions Towards a Bibliography of the Higher Education of Women.* Association of Collegiate Alumnæ. 42 pp. Boston, 1897. (Boston Public Library. Bibliographies of Special Subjects, No. 8.)

United States Bureau of Education: Report of the Commission for 1895-6. Vol. I. 8vo. Washington, 1897.

History of Secondary Education in the United States. By ELMER E. BROWN. 20 pp. 1897. Reprinted from the SCHOOL REVIEW, February and March 1897.

Bibliography of Henry Barnard. By WILL S. MONROE. 10 pp., 8vo. Boston, 1897. Reprinted from the *New England Journal of Education*, February 16, 1897.

Studies in Education. EARL BARNES, editor. 400 pp., 8vo. Stanford University, 1896-7.

MR. MONROE's book is the most extensive and important contribution of the year to educational bibliography. It is of distinct value and interest to all educational workers and students. It should be one of the tools on the desk of every teacher. It is indispensable to every careful writer on pedagogical topics, and is of equal service to librarians. It is the result of work extending through a number of years, and of research in many American and European libraries. Three thousand two hundred titles are included, and, excepting a few foreign titles under works of reference, the scope is restricted to books in English. This excludes the vast field of periodical literature, an index to which is a task of rapidly growing importance awaiting an ardent bibliographer. The material is conveniently classified under twenty-two broad heads, expanded by subdivisions to about 125 topics. This arrangement would be very well, for the grouping is compact and

rational, if the index were at all adequate. That most vital part of a book like this is full of careless errors. A few examples will suffice. For purposes of alphabetizing, proper names beginning *New* are treated as one word; *Universities* come before *United States*, while *Wisconsin* and *Wise* are lost among the *Wills*. Several topics, child-study *e. g.*, are followed by wrong page numbers. Recent bibliography is emphasizing the value and importance of critical and descriptive notes. There are many of them in this book, but of very unequal number and fullness in the different sections. There ought to be many more. Child-study is thoroughly annotated, while long sections on kindergartens and nature study are entirely without comment. Mr. Frye's many clear and accurate notes on method in geography make an ideal section, but ten pages on philosophy and sixteen pages on the important topic of physical education and school hygiene do not average one note per page. Naturally, American books are best represented, but no effort has been spared to include all useful English titles. Most of the books are recent, and presumably still in print, which adds to its value as a working list. A useful check list of English and American publishers is given. The book will easily rank at the head of all English bibliographies of education, leaving Hall and Mansfield valuable chiefly as a select annotated list of foreign, especially German, titles.

The work of the Association of Collegiate Alumnae is always chosen with good judgment and carried out on thoroughly practical and useful lines. This modestly styled *Contributions Towards a Bibliography of the Higher Education of Women* is a recent example. It is a classified list, arranged under the heads: General and historical, higher education in relation to health, coeducation, professional and scientific education, post-graduate study, occupations and opportunities for college-bred women, colleges and universities wholly or partly open to women, and societies for the education or advancement of women. An author index follows. Besides all obtainable titles of separate books, general and special periodicals have been extensively and thoroughly analyzed. Descriptive notes are frequent. The bibliographic work is admirable and the plan and execution in every way creditable. Many omissions are noted, but the very title precludes criticism on this score. The list of institutions open to women should be extended; indeed, the principle of exclusion is not apparent, and some of the matter included in this section seems not quite germane. The reports of the Commissioner of Education will repay a fuller analysis. The book is alone in its field.

The last report of the Commissioner of Education contains three bibliographies, all in Vol. I. On preface pages xlvi-liv are listed the publications of the Bureau of Education, 1867-1896, Nos. 1-329. Author, title, and imprint of each one are given, and those still in print are so noted. Contents of many of the composite numbers are listed.

Following the article on "Music in German Schools" is a list (pp. 215-217) of 113 German books, arranged in two parts of almost equal length, entitled "Music Schools and Discussion of Method," "Collections of Songs for Schools." Items are given alphabetically by author. Brief title follows, but no date or imprint.

At the end of chap. xvii (pp. 897-927) is a long minute bibliography of writings by and about Horace Mann, compiled by his son, Benjamin Pickham Mann. It is confessedly incomplete, but probably fuller than any before printed. Most of the entries refer to articles in the Massachusetts's press, and no paragraph or press notice, even to headlines, is deemed too slight for inclusion. The arrangement is chronological.

Elmer E. Brown has collected about two hundred titles illustrating the history of secondary education in the United States. The list is only a careful selection. It contains the very few books treating exclusively of the topic, over one hundred well-chosen references to periodicals, an analysis of the National Educational Association and Bureau of Education's publications, and a number of references to pertinent chapters in general works. The four sections are headed general, state and local, individual institutions, and periodicals. The last should be much extended. The descriptive and critical notes following almost every title adds greatly to the value. Several standard works are omitted in section 2, e. g., Randall's and Draper's books on the schools of New York state, and section 3 might be much enlarged.

No one has better right than Mr. Monroe to compile a bibliography of Henry Barnard, for he has written and studied much of the Nestor of American education. This list, 113 titles of works by and about (chiefly the latter) Dr. Barnard, is an enlargement of the one appended to Mr. Monroe's *Educational Labors of Henry Barnard* (1893). Inaccuracies are corrected; the form is improved. At least a few well-chosen periodical articles should have been included. The purpose has evidently been to include Dr. Barnard's work only under one form for no mention is made of the volumes of matter, many of which

number several editions, which have been reprinted from the *American Journal of Education*, or of several volumes printed before the *Journal* and afterward incorporated in it. The useful index to the *Journal* published at Washington in 1892 should have a place on the list. The pamphlet will be of use to all students and teachers and of value to a future biographer.

In *Studies in Education* Professor Earl Barnes has gathered the ten numbers which he printed at Leland Stanford under the same title, July 1896–April 1897. Child-study is the almost exclusive topic. The index records six helpful bibliographies of various phases of this work. The most notable are those on child-study, children's plays, and chronological list of the published work of G. Stanley Hall.

J. I. WYER

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Latin Inscriptions. By W. M. LINDSAY. Allyn & Bacon.

THIS handbook is divided into four chapters. I. "The Earliest Period and the Beginning of Literature;" II. "The Period of the Republican Literature;" III. "The Age of Cicero and the Early Empire, Classical Latin;" IV. "Imperial and Late Latin." Mr. Lindsay has devoted ninety-four pages to the first two chapters, and the remaining twenty-six pages to the inscriptions of the classical and imperial Latin, a ratio which seems well taken, since it is almost impossible to treat the downward progress of the language from inscriptions.

Mr. Lindsay selects and treats the inscriptions illustrating the history of the language in a historical and chronological way, side by side with the literature of the country. This meets a want long felt but never until now filled. Too much emphasis cannot be laid upon this historical development. Again Mr. Lindsay does not give us an array of rules showing this development of the language, but the specimens themselves in an excellent historical setting with elaborate, scholarly, and instructive notes.

It is certainly not the notes to which objection can be made, but rather to the form of the inscriptions themselves. Perhaps Mr. Lindsay wished to present the inscriptions in as simple a form as possible, but it seems to me that the student who gains an insight into Latin inscriptions only from this book and has not access to the C. I. L.